

Educational Counselor as one of the inclusive action facilitators in the school

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Abstract

The Educational Counselor is one of the professionals in the school management team. His role is to be the relationship mediator in every situation in school (student-student, student-teachers, teachers-families, and school-families). This research aimed at discussing the Educational Counselor as one of the facilitating agents for the articulation of inclusive actions in a school environment through an interdisciplinary perspective. To achieve this target a qualitative study was chosen. Nine Educational Counselor have been interviewed, and the generated data were evaluated through content analysis. The results have shown that although the research participants have difficulty conceptualizing school inclusion, they understand the idea of school inclusion as necessary to develop the subjects' potential. They also have shown that there is no effective inclusion of students with disabilities, and they have pointed out that, although the institution can offer the necessary resources for inclusive practice, and even continuing education, there is still a long way to go before school inclusion happens. Regarding health issues, the Educational Counselor' statements have shown a belief in the importance of training in a school environment, but they often seem to forget that the school is a space for education and not for health. We have been taught that professionals who are willing to work with inclusion need continued training to improve their practices, which, despite being recent, are significant and produce paradigm shifts about what they have believed to be inclusive practice.

Keywords: Educational Counselor; Inclusive education; Educational school psychology.

1. Introduction

The Educational Counselor - one of the professionals on the management team of a school - is responsible for mediating relationships in school (student/student, student/teachers, teachers/families, and families/school). He enables the creation of dialogue and listening among those involved in a school community. Studying the training and performance of this professional is, therefore, extremely complex, but necessary, as his work is based on an interdisciplinary approach (SOUZA-SILVA, *et. al*, 2019).

Inclusive Education can be defined as a practice of the inclusion of all people - regardless of their talent, disability, socioeconomic or cultural origin - in provided schools and classrooms in which the needs of those students are met (STAINBACK & STAINBACK, 1999).

Inclusive Education can also be seen as a movement that seeks to rethink school, so that it ceases to be the school of homogeneity and becomes the school of heterogeneity, with the purpose to have schools open to everybody (MARTINS, 2006). However, without “wild inclusion”, that is, reducing or extinguishing special aid and services for people who need it to be included regardless of their needs, it is not considered the respectful coexistence that inclusion should provide so that the person can have recognition about their existence (MAZZOTTA, 2008).

The purpose of this article is to discuss the Educational Counselor as one of the facilitating agents for the articulation of inclusive actions in the school environment through an interdisciplinary perspective.

2. Methodology and methodological procedures

To carry out the study, we have chosen qualitative research, which, according to MINAYO (2007), is a method that considers the uniqueness of the participating subjects.

Nine educational counselor who work in private schools in the city of São Paulo were interviewed.

Table 1. Characterization of the participants

Participant	Age	Gender	Graduation	Postgraduation	Time of work
P1	56	Female	Pedagogy	Psychopedagogy	8
P2	51	Female	Pedagogy	Psychopedagogy, Vocational Guidance	14
P3	36	Male	Psychology	Master in Developmental Disorders	3
P4	30	Female	Psychology	Neuropsychology	3
P5	66	Female	Pedagogy	Psychodrama	20
P6	33	Female	Pedagogy	Education Bilingual	2
P7	56	Female	Psychology	Learning Disorders	9

P8	44	Female	Pedagogy	Psychopedagogy	14
P9	52	Female	Psychology and Pedagogy	Mental health of children and adolescents and Family Orientation	20

The participants’ average age is 47.1 years, with the youngest being 30 years old and the oldest 66 years old. The average length of time in the role of Educational Counselor is 10.3 years, with the least length of time of 2 years and the most experienced has 20 years of work in this role. Five of the professionals are graduated in pedagogy, four in psychology and one has double graduation in psychology and pedagogy courses. All of them have *lato sensu* postgraduate program, and it is noteworthy that only one subject in this research has *stricto sensu* graduate program that is an academic master's degree.

The recorded interviews were organized and transcribed. The technique used was content analysis, which according to BARDIN (2009) is a set of investigation techniques that, through an objective and systematic description of the manifest content of communications, has the purpose of interpreting what has been said.

3. Results and discussion

The interviews were conducted individually due to the Covid-19 pandemic by mobile device, through a video conference platform at a previously scheduled time made by telephone contact with the participant. The audio of the interview was recorded and later it was transcribed and organized for data analysis.

3.1 Conception of school inclusion

All of those who work with school inclusion, even if they have never reflected on such concept, bring with them, intuitively, a concept of school inclusion, and this possibly underpins their way of reading and interpreting the facts within this school universe.

- P1 School inclusion is the channel capable of providing students with specific or special needs and the development of their potential, with the understanding that it is necessary a particular and respectful look at their skills and aptitudes, considering the intellectual, social, and physical aspects.
- P2 It is an unquestionable right of all students who fit into such group.
- P3 School inclusion can be defined as the respectful and dignified insertion of people with some type of disadvantage, limitation, or significant difference who need equitable measures to have access to activities and benefits in the school context.
- P4 A possibility to provide students with special needs with the development of their potential, not only in the intellectual aspects but also in the physical

- and social aspects.
- P5 School inclusion is the opportunity that the disabled citizen has to live with citizens who are not diagnosed with such problems.
- P6 School inclusion is to provide opportunities for all students in the learning process, even with their skills and difficulties, with necessary adaptations (material, procedure).
- P7 Giving opportunity to everyone, regardless of social class or physical and psychological conditions.
- P8 School inclusion means that the student belongs to the school, participating in what the educational system offers, interacting, developing, and contributing with his potential to the institution's projects and programs.
- P9 Providing the development of those children and adolescents taking into account their differences and valuing and their special needs.

Even with some possible difficulty in conceptualizing school inclusion, the educational counselor of this research were able to bring the idea of inclusion as being essential to develop the potential of the subject who is a student.

Those answers meet MAZZOTTA's conception of inclusion in “the inclusion, that is, respectful coexistence with each other is essential for each individual to be able to constitute themselves as a person or as a subject and, thus, they are not merely equated with anything” (MAZZOTTA (2008, p.165)). Also, according to the author, inclusion implies the recognition of the value of each one, going beyond the scope of formal equality, as a principle of Law in a democratic society.

Acting in the direction of the widest possible equality of opportunities, bearing in mind that it is only possible in specific socio-historically conditioned and determined situations, school inclusion much more than generating equality, has to enable equity. Man's search for freedom at an individual level, and for equal rights and opportunities in the social spaces, is an essential element in the construction of his personal and social identity. His participation in local and regional communities cannot be ignored or diminished, either in their daily relationships or in the elaboration, discussion, understanding, and application of public social policies (MAZZOTTA, 2008).

According to MAZZOTTA (2008), the main characteristic of the human being is plurality, not uniformity, and, with that, the reminder that each one knows and interprets the world with a very particular look, but there are biopsychological issues that are highlighted due to the existence of significant differences.

Students with disabilities in schools are often identified not by their names, but by nicknames such as: “the inclusion student”, that is, by clinical issues that determine how teachers will act before the disabled person. It is up to the educational Counselor to show and reflect with the educator how to act in this situation, leading him to reflect on his practice at school.

Although the educational Counselor may believe that he acts on his own and that he is working in favor of school inclusion, he may be serving to exclude them from society and reinforcing the construction of the type of man that society produces currently, that is, a man with socio-emotional skills capable of masking his feelings in favor of a supposed resilience and false social activism, who only hides the reality that he is

inserted, transforming what is a natural construction into a social one, in other words, reinforcing the ideology and not being empathetic to the significant differences.

School inclusion is present in the imagination of social actors and in the ideology of social groups with the pretense mission of transforming the world into something better. The question is: to include for whom? For the maintenance of a possible slogan that education is inclusive in that school and reifying any form of thinking since radical inclusion dialectically is the cruelest exclusion.

Possibly the ways that the educational Counselor has to act as an agent that facilitates school inclusion is to be aware that being included is the right of every child or adolescent who has a significant difference and clarify it to all the social actors of the school pointing out the contradictions for the emancipation of those subjects who are, at that moment, their students.

3.2. The Educational Counselor in the practice of school inclusion

The category “The Educational Counselor in the practice of school inclusion” sought to elucidate which roles the Counselor should assume to be a facilitating agent for school inclusion since such professional is constantly mediating relationships within the school space between the different actors of the school community: students, teachers, administrators, and families. When asked “what is the place of educational guidance in the practice of school inclusion”, they have answered:

- P1 Promoting dialogue and partnership with external professionals, aiming at the productivity of the actions taken in favor of the student.
- P2 Adequacies to the time of carrying out an evaluation.
- P3 Through access to space and similar school conditions.
- P4 In the Educational guidance service, the focus is to promote and encourage students with special needs to achieve their autonomy and independence for their practical and daily life.
- P5 I see a very difficult, laborious practice
- P6 I observe a lot of professionals who are very involved in this practice, being in constant reflections and attempts at more precise adaptations, which accommodate the needs of each of the students.
- P7 with goodwill, but without specific training to deal with diversified cases and their specifications.
- P8 The EA can contribute to the training of the teacher and other collaborators who work directly with the student about the disability in question, thinking about teaching strategies and behavioral interventions if they are necessary. The EA also contributes to the articulation of the teachers, the family, and the student's specialists.
- P9 We carefully analyze the diagnoses we receive, provide care to parents and professionals with great professionalism and we accompany those children in their daily lives. Also, the continuing

education of educators, who will not treat students directly, but need to know how to work with them, valuing their differences, enabling their development.

The educational counselor of this sample have reported that there is not an effective inclusion of students with disabilities and have pointed out that although the institution can offer the necessary resources for inclusive practice and even continued training, there is still a long way to go to see that the school inclusion happening.

As the educational counselor are fundamental professionals in the articulation between all the actors and in the training of teachers and other members of the school community, who, insistently bring the fact of not having been prepared to work with the various deficiencies, it is up to the educational Counselor as a facilitator of the school inclusion process to try, together with the institution, to create spaces for active and critical reflection involving all professionals working in the school. Along with school management, the educational Counselor can organize a training plan and participate in training meetings with teachers. One of the fundamental points of this process that strengthen mutual respect, and one of the principles of Inclusive Education, is to show everyone that it is not only necessary to know the student's diagnosis but to know about the disability in question. Medical reports and expert reports, in general, are restricted to showing what the subject is unable to do. But one must go further and know the potential, as they always exist so that one can work towards developing them. Thus, educational guidance may develop a methodological repertoire that includes students with disabilities in the development process, which must take into account strategies that allow teachers to recognize the student's (physical and cognitive) abilities. This will allow the creation of a stronger and more cohesive support network since the teachers will be able to act so that the responsible educator for special educational assistance (SEA) is not only the one who prepares small tasks so that the child does not disturb the other students' class, but which are not related to the teaching and learning process. He will be working in an articulated manner based on a conception that takes into account the authorship of these students as fundamental.

Still discussing the role of the educational Counselor as a trainer of the teaching team on school inclusion, it is necessary to foster the discussion about scientific knowledge about disability - and not about the report. According to AMARAL (1995), deficiency is any alteration of the body or physical appearance, of an organ or function, whatever its cause, in principle signifying disturbances at the organ level. Such losses or changes can be temporary or permanent and include the existence or occurrence of an anomaly, defect, or loss of a limb, organ, tissue, or other body structure, including mental function.

People with disabilities have lived, predominantly, under the sign of marginality. Such a condition affects them in the form of prejudice - disrespect, lack of guarantee of rights, and socio-political demotion are strongly present marks, as the attention is turned to what we visualize to be the impediment, the person's incapacity and not to their potentials and capabilities. More radically, attention is taken by fear arising from the perception of what, in us, resembles a significantly different person and, therefore, places us in front of the possibility of social non-acceptance as well (ADORNO, 1995). Hence, we quickly exclude, to guarantee that such similarities cannot be noticed, saving ourselves - always provisionally - from the loss of our so few rights.

In a capitalist society, therefore, the exclusion is part of the movement of its structuring rule: it is excluded and later it is included differently, according to the logic of the market. The educational Counselor must be aware of this contradiction, since education is for everyone, regardless of any other condition.

3.3. Training in school inclusion for its practical performance

The Category 3 - Training in school inclusion for its practical performance

- P1 I have already taken some courses, but none that could be applied in practice
- P2 The training I had, where tests were suitable for difficulties, use of adaptable sources to diagram evaluations and activities, oral tests, etc.,
- P3 I believe that the most significant training was during teaching practice in colleges, as the contact with people who needed inclusive practices made me have this real contact and think about strategies to deal with those situations.
- P4 Specialization in Neuropsychology.
- P5 there should be specific training for this performance.
- P6 constant training is necessary to seek references in various specialties, in addition to searching for courses and readings on the topic.
- P7 Knowledge about legislation, pedagogical practices, human development, psychology, neuroscience, and knowledge about disabilities.
- P8 Training in Psychopedagogy and Neuropsychology.
- P9 I believe that the professional should rush to seek and be interested.

For the participants in this sample, training to work in school inclusion involves technical issues, however, much more than technical training issues, knowledge of the concept of school inclusion is necessary. Inclusion within schools is essential since the school institution is a space for the process of socialization and the transmission of values. In addition to the active participation of educators, the school community must be transformed to meet the special educational needs of the pupils.

The learning environment must be supportive, have audiovisual resources, pedagogical support rooms for stimulation and supplementary monitoring, must eliminate architectural barriers, present a curriculum and teaching strategies that are suitable for the greatest benefit of all, not just people with disabilities, but also of those who do not have any disabilities. The interpersonal differences need space to appear, to be discussed, making students develop a strategy to deal with the different and with different experiences, among others.

For MAZZOTTA (1986), education does not occur only at school, but everywhere where something is learned. However, as the school is the organized institution for education, it is a privileged place that, according to the author, can either block the possibilities of transformation of the individual or allow him

a great opening to the world, whether it is conceived as an organizational superstructure or as the collective will of individuals. The school is an instrument that helps to promote social changes. Only when it is not possible to adequately meet the educational needs of the student, keeping him in the common teaching flow, should one think about a specific curricular organization for his attendance, implying changes in the content, methodology, and learning environment, then you can talk about a specific curricular organization. (MAZZOTTA, 1993).

Inclusion needs to be done to preserve an ethical principle, which is the right of everyone to live. Here we take the meaning of schooling in its most fundamental aspect, which is to place the subject in front of the cultural production accumulated over time, in the socially legitimized institution to carry out this work. Because of this very reason the author states that school attendance, even though this institution deserves criticism and radical proposals for transformation, still produces therapeutic effects for children whose socialization process is determined, most of the time, by the circulation only in family and hospital environments. Such therapeutic effects cannot be confused with health-oriented training, as it was brought up by the educational counselor in this sample in their speeches on the importance of health-oriented training. It is verified, in the education counselor ' statements, the belief in the importance of health issues within the school environment often leading them to forget that the school is a space for education and not for health.

According to CHRISTOFARI, FREITAS, and BAPTISTA (2015), behavioral issues, or so-called misconduct, become pathological symptoms as medical rationality, above all, medical-clinical discourse, is present in all fields of life and expands through different educational practices.

The hegemony of medical discourse within education is reducing human diversity. There are series of labels and classifications inserting them in a network of pathological explanations, the phenomenon of medicalization. Medicalization is a device that transforms political, social, and cultural problems into personal issues to be treated or medicated (MOYSÉS & COLARES, 2010). The individual is isolated from a context to analyze in detail his particularities and make them pathological. A way of looking at the other is produced as if it were a simple sum of biological and behavioral characteristics, both taken as a starting point for defining the presence of possible pathologies (CHRISTOFARI, FREITAS & BAPTISTA, 2015). According to CALADO (2014), the medicalization of education transfers collective, social, and political issues to the medical field, reducing them to biological aspects, exempting other instances of power from responsibility, resulting in the individualization and blaming of children and adolescents and their families. The educational Counselor must always be attentive to this medicalization process, as this medical discourse becomes an ideology, and it masks the school as an institution that reflects social, economic, and cultural inequalities and also reproduces them. The school, according to PATTO (2008), SOUZA (2009), and CALADO (2014), must be understood from elements such as educational policies, through the local history of its constitution as an institution, as an educational reference by the subjects that constitute it and they are constituted, in addition to social and ideological aspects.

According to MARCUSE (1982), the social and ideological aspects are no longer just in the field of ideas but have become their social order, that is, society itself is its ideology. Thus, when discussing the formation of the educational advisor, the belief of what would be essential to form this advisor, goes through what seems to be indispensable for solving the problems that are medical knowledge.

In this way, educational counselor must be aware of this pseudo-need for health education. School is a non-health education space in its strict sense. Educators and everyone in the school community should be aware of this phenomenon, as it goes far beyond what it is transmitting, that is, it is determining a new way of understanding and acting within the universe of school relationships and learning.

This medicalization of education seems to be becoming the determining order of education. It is also determined by the means of production that determine the cultural industry, and fetishes medical knowledge to the detriment of other knowledge, often determining the way of being, acting, and thinking of men. In this context, it only reproduces current standards previously established, including within schools and as educators.

Within this universe, there is then a constant exercise to decipher the conditions and conditioning that determine the ways of being an advisor. Thus, according to FREIRE (2001), activities in the field of education require that preparation, qualification, and training become permanent processes. Formation based on the critical analysis of the practice.

3.4. Greater difficulties and challenges for school inclusion

The category “greater difficulties and challenges for school inclusion” approaches the way the educational Counselor understands those issues.

- P1 Lack of adequate and specific training for the professionals involved, the physical preparation of the school, necessary materials, and public policies focused on the issue.
- P2 It would be of utmost importance to engage everyone involved, from the Directorate, encompassing the collaborative way within the school environment team. In this collaborative process, the family needs to actively participate, in some cases TA (Therapeutic Assistance).
- P3 The greatest difficulties and challenges in the current context are to understand the need for school inclusion (...) making other school actors understand that school inclusion must also take into account dignified, affective, and social participation in relationships with other classmates.
- P4 In my experience, the greatest difficulty is to sensitize society by reducing prejudices and seeking to equate opportunities.
- P5 Adequate training, financial resources and family, school, and governmental structure and to work on the awareness of inclusion for the included and the non-included. Human coexistence in a humane and dignified manner is a right of all.
- P6 Resistance (teachers, principals, system, and even parents), little specific training (the practice of trial and error), lack of empathy from other families.
- P7 To train teachers, especially specialists. The teacher must welcome,

know and plan to meet the specific educational needs, rescuing the self-esteem of the student who arrives with so many histories of school failure.

- P8 Find teaching strategies that are effective, for example, in subjects, whose contents become increasingly abstract, in the case of mental disabilities; motivation and training of teachers to work with inclusion; required work dynamics; acceptance of the group of students and their families (some believe that school inclusion delays the learning process of the class)
- P9 In my work, I see misdiagnoses, poorly oriented families, and a partnership work between family and school that needs to be on the same wavelength, otherwise it will not work.

In this category, the educational counselor have brought several difficulties that meet what is brought by the literature, most of the time linked to the issues of specific training to work in this area and not an inclusive attitude as was brought by the participants 2,3 and 4.

LEONARDO *et. al.* (2009) pointed out that both public and private schools do not have adequate infrastructure to develop inclusive projects yet, as most professionals do not have the knowledge and preparation to deal with diversity within the classroom. There is also a lack of adequate methodologies and didactic-pedagogical resources.

According to ENUMO (2005), the difficulties in school inclusion start with the failure to diagnose the students' specific learning difficulties due to little professional training to pedagogically and psychologically assist this population.

SANT'ANA (2005) highlights in his work the lack of specialized training and technical support in working with students with special educational needs in regular classes. MONTILHA (2009) when discussing the school inclusion of children with visual impairment states that for this to occur effectively, professionals need to know the perceptions that those students have regarding their limitations and possibilities. It is also necessary to create a resource room with a specialized teacher and educational environment containing specific materials and equipment that enable the education of those children.

AVILA *et. al.* (2008) state that the inclusion process goes beyond technical information. They also require the creation of emotional care spaces for such professionals since the beginning of their academic training, so that they can get in touch with the various feelings, doubts, and uncertainties that involve the school inclusion process. The creation of group spaces for emotional care allows its members to fragment and integrate the most diverse contents, providing a creative process for the internalization of what was elaborated in a group, that is, the group facilitates and sustains subjectivity (KAËS, 1997)

JURDI and AMIRALIAN (2006) point out the difficulties of establishing, in the school environment, daily quality relationships between students with and without special educational needs that hinder the process of real school inclusion, as such relationships may be permeated with prejudice and ignorance. The school is the place where children socialize, so it is not enough for students with disabilities to be inside the school since the school environment is competitive and tends to deny differences and to value homogeneity. Thus,

there is no room for the different and unique and for establishing a dialogue with diversity (JURDI and AMIRALIAN; 2006)

The lack of adequate infrastructure (resource rooms, specialized teachers and technicians, appropriate didactic - pedagogical materials), fails to diagnose specific learning difficulties, to know the perceptions that these students have regarding their limitations and possibilities, the creation of emotional care spaces for the professionals who work with this population, and mainly, information for everyone involved in the school environment (parents, students, teachers, employees), as a way to reduce prejudice, stereotypes and consequently the difficulties and to establish themselves in the school environment, daily quality relationships between students with and without special educational needs. So, school inclusion must act together with inclusion in the community and the labor market, as a way of inserting and making the person a participative being within our society, because only school inclusion itself, or any other type of inclusion, possibly will not make the disabled person an active being within our society.

Although educational counselor did not bring up the issue of prejudice as a difficulty to include those children and young people, we often face prejudice in subtle ways, which, according to KOEHLER (2003), is psychological violence that leaves no explicit marks. We often find it in ourselves, but it easier to recognize it in the other. It is a phenomenon produced in the tense relationship between individual and society and should, therefore, be understood from the dialogue between the psychological and social dimensions that constitute the processes of humanization. We will use here the concept of prejudice presented by CROCHIK (1997), a scholar from the Frankfurt school, mainly from ADORNO, who highlights the importance of the distinction between prejudice and preconceptions, while relating them. For the author, the pre-concept is present in the conceptualization process of the object, before pure experience, that is, when we face a new situation, we need to make use of past experiences, which will make the unknown familiar. The preconception only becomes, in fact, prejudice, after the possibility of a reflective experience of the relationship with the other. The author shows that prejudice is not innate, as the child perceives the difference from the other concerning him, but this does not prevent him from relating to the different other. Such coexistence is marked by the demotion of the other, who becomes the target of prejudice, precisely because the possibility of reflecting on the experience of contact is prevented. Thus, prejudice is introjected by us, who incorporate it for fear of what would happen if we did not do it. It is the fear of being the next to not be accepted that makes us quickly point to another - belonging to a category that is already socially stigmatized - as an inferior.

Therefore, we can say that prejudice is a way - albeit a precarious one - of dealing with conflicts present throughout our lives. Hence the conclusion that every individual, for going through this process of socialization to adapt to society, is prejudiced. In the Frankfurt perspective, culture is a means for individualization. This individualization can only occur through a collective project that allows differentiation. Therefore, the function of cultural formation is to socialize and then to individualize. In other words, training should be aimed at differentiating the individual concerning his environment, with which he is confused at the time of his birth.

Subjectivity, therefore, is defined by an internal terrain that differs from the external world, but that can only arise from this one. Anyway, such subjectivity is built from the interiorization of culture, which allows expressing individual desires and criticizing the very culture that allowed its formation (CROCHIK, 1997).

In our society, necessarily, the individualization process involves the formation of prejudices that refer to different human categories, such as, for example, women, blacks, homosexuals, the disabled, etc., which denotes that the feeling of prejudice is less involved with the characteristics of the prejudice targets, which are different from each other. It is in this sense that prejudice relates more to the needs of the prejudiced than to the characteristics of the groupings to which it refers.

Each target of prejudice unleashes, in the prejudiced one, different affections, related to different psychic contents for each of them, but brought together by the same impossibility: that of having the experience of contact with otherness.

CROCHIK (1997) reminds us that the prejudiced person bears marks of culture and, precisely because the individual does not exist without culture, we can invest in the possibility that it will facilitate the process of developing less prejudiced subjects. Because it is a social process, that is, built by the action of man, mediated by culture, in its relationship with other men, it is possible and necessary to develop criticisms that can transform culture, thus helping in alienated non-reproduction. from prejudice and stereotypes present in society, but in the construction of a society whose greatest value is human emancipation.

3.5 Knowledge/content needed to work in School Inclusion

This category aims to discuss, through the views of educational counselor, what knowledge/content is necessary to act in school inclusion.

- P1 This training covers both the study of the individual's disabilities, as well as knowledge of specific laws for inclusion and the school's internal regulations.
- P2 It would be of utmost importance to engage everyone involved, from the Directorate, encompassing the collaborative way within the school environment team. In this collaborative process, the family needs to actively participate, in some cases TA (therapeutic assistance).
- P3 The greatest difficulties and challenges in the current context are to understand the need for school inclusion (...) to make other school actors understand that school inclusion must also take into account dignified, affective, and social participation in relationships with other classmates.
- P4 In my experience, the greatest difficulty is to sensitize society by reducing prejudices and seeking to equate opportunities.
- P5 adequate training, financial resources, and family, school, and governmental structure and to work on the awareness of inclusion for the included and the non-included. Human coexistence in a humane and dignified manner is a right of all.
- P6 resistance (teachers, principals, system, and even parents), little specific training (the practice of trial and error), lack of empathy from other families

- P7 to train teachers, especially specialists. The teacher must welcome, know and plan to meet the specific educational needs. Rescuing the self-esteem of the student who arrives with so many histories of school failure.
- P8 Find teaching strategies that are effective, for example, in subjects, whose contents become increasingly abstract, in the case of mental disabilities; motivation and training of teachers to work with inclusion; required work dynamics; acceptance of the group of students and their families (some believe that school inclusion delays the learning process of the class)
- P9 in my work, I see misdiagnoses, poorly oriented families, and a partnership work between family and school that needs to be on the same wavelength, otherwise it will not work.

In the understanding of the surveyed participants, professionals who seek inclusion need continued training to improve their practices, which, despite being recent, are significant and produce paradigm shifts about what they believed to be inclusive practice. Concerning the knowledge necessary for inclusive practice, they have listed knowledge such as didactic, pedagogical, and methodological knowledge consistent, as well as knowledge of practical experience, which will only be built from the work with these students. Besides, experience in the role of educational advisor, to involve everyone working in the school inclusion process.

Concerning the construction/acquisition of knowledge, knowledge, and skills necessary for inclusive practice, they believe that they can originate in courses, seminars, lectures, books, exchanges of experiences between teachers who work with common and special education. Such practices can take place in the school environment as a space for discussion and questioning between school and family, in the university environment, through practices and internships, in families, and even on the internet.

Experience is a possible path to school inclusion. Moments of learning, exchange, and dialogue with students, family, and colleagues, experiences that, according to them, have changed their teaching practices. They have expressed the need for training, studies, and exchange of experiences and constant theoretical-practical construction, which is essential in this inclusive process.

As the educational Counselor is a member of the management, he is a mediator between the different actors of the school community and must try to promote spaces for collective work, since all work within the school is a human production. Thus, work within the universe of education is completely different from the nature of work in general, and in the production of its products.

4. Final considerations

This work had the purpose of discussing the educational Counselor as one of the facilitating agents for the articulation of inclusive actions within the school environment through an interdisciplinary perspective. Wide-ranging interviews were recorded with educational advisors, participants' perceptions of school inclusion. According to such interviews, it was evidenced that:

- Even with some possible difficulty in conceptualizing school inclusion, the educational advisors of this sample have brought the idea of inclusion as being essential to develop the potential of this subject.
- The educational advisors in this sample have reported that there is not an effective inclusion of students with disabilities and have pointed out that although the institution can offer the necessary resources for inclusive practice and even continuing education, there is still a long way to go before real school inclusion happens.
- The educational advisors of this sample brought in their speeches about the importance of training towards health, and it is verified in their speeches the belief in the importance of issues related to health within the school environment, and many times they have even forgotten that the school is a space for education and not for health.
- The lack of adequate infrastructure (resource rooms, specialized teachers and technicians, appropriate didactic-pedagogical materials), failure to diagnose specific learning difficulties, to know the perceptions that those students have regarding their limitations and possibilities, the creation of emotional care spaces for professionals who work with such population, and mainly to provide information for everyone involved in the school environment (parents, students, teachers, employees), to reduce prejudice, stereotypes and consequently the difficulties of establishing themselves in the environment school, daily quality relationships between students with and without special educational needs.
- In the understanding of the surveyed participants, professionals who seek inclusion need continued training to improve their practices, which, despite being recent, are significant and produce paradigm shifts about what they believed to be inclusive practice. Concerning the knowledge necessary for an inclusive practice; educational advisors have listed knowledge such as didactic, consistent pedagogical, and methodological knowledge, as well as knowledge from practical experience, which will only be built from working with these students.

The social and school inclusion of people with special needs is a challenge to the situation that perpetuated the segregation of these people and prevented their full development. Until the beginning of the 21st century, in the Brazilian educational system, there were two “types” of schools: the regular and the special school and the student could only attend one of them. Over the years, inclusive education/school inclusion is gaining more and more strength and space within school institutions and it is becoming the target of questions and changes.

Given this educational paradigm of inclusion, the educational Counselor has to assist and propose reflections at school, in the development of a new school culture based on human rights, particularly concerning the right of all students to benefit themselves from quality education which aims at the principle of equality.

According to ALMEIDA (2009), the educational Counselor must act as a qualified information agent at school, encompassing the practice of continuous reflection with teachers, students, and parents, as his role is “qualified mediation”, acting ethically within limits, helping to find the way out and the resources that are available to help the inclusion of students with special educational needs.

It is noticeable in the school routine the insecurity and fear of the team, in general, when receiving students with different and diverse special educational needs. The advisor, in this context, has to be a foundation on

which the professionals have confidence in asking for help, clarifying doubts, and expanding knowledge to serve those students with dignity.

Therefore, taking into account the aforementioned aspects, the professional who acts as an educational Counselor in the current educational situation and an inclusive education perspective, emerges as a “trainer” in the school environment. The educational Counselor provides assistance and support to all, specifically to the student, gathering in his professional training process knowledge about the conceptual aspects of the teaching-learning process, the different ways of learning and knowing, thinking, and feeling of students with special educational needs, always aware that alone he will not be able to include those students.

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